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# Faculty Bulletin: October 20, 1966

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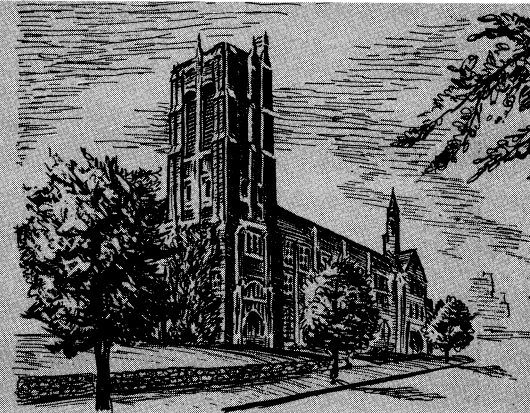
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# LA SALLE COLLEGE FACULTY BULLETIN



Vol. IX, No. 2

Philadelphia 41, Pa.

October 20, 1966

## CALENDAR OF EVENTS (To November 21, 1966)

CONCERT: Guitarist, Singer Tom Paxton (CU Theatre,  
12:30 P.M.).....October 21

CROSS COUNTRY: at St. Joseph's (Belmont Plateau  
3:00 P.M.).....October 21

FILM: "Pal Joey" (CU Theatre, 6 & 9 P.M.).....October 21-22

SOCCER: vs. PMC (McCarthy Stadium, 2:00 P.M.).....October 22

SOCCER: vs. Drexel (McCarthy Stadium, 3:00 P.M.).....October 25

FILM: "The Overcoat" (CU Theatre, 12:30 P.M.).....October 26

SOCCER: vs. St. Joseph's (McCarthy Stadium 3P.M.).....October 28

FILM "Arsenic & Old Lace" (CU Theatre, 6 & 9 P.M.).....October 28-29

CROSS COUNTRY: vs. Villanova (Belmont Plateau, 1 P.M.)....October 29

ALL SAINTS DAY (Holyday & Holiday).....November 1

CROSS COUNTRY: at Lafayette (Easton, 4 P.M.).....November 2

CONCERT: Tenor Francisco Campins (CU Theatre, 12:30 P.M.)November 2

SOCCER: at Ursinus (Collegeville, Pa.).....November 4

FILM: "Operation Petticoat" (CU Theatre, 6&9 P.M.).....November 4-5

MID-SEMESTER EXAMS.....November 7-11

CROSS COUNTRY: vs. Delaware (Belmont Plateau).....November 8

SOCCER: vs. Rider (McCarthy Stadium, 3:00 P.M.).....November 8

LECTURE: Dr. Gaylord P Harnwell (CU Theatre  
12:30 P.M.).....November 11

FILM: "The Raven" (CU Theatre, 6 & 9 P.M.).....November 11-12

CROSS COUNTRY: at IC4A Championships (NYC).....November 14

SOCCER: at Delaware (Newark, Del),.....November 15

LECTURE: Edmund Bacon (CU Theatre, 12:30 P.M.).....November 16

LECTURE: Middlebury Dean Dennis O'Brien (CU Theatre,  
12:30 P.M.).....November 18

CROSS COUNTRY: At MAC Championships (Belmont Plateau)..November 18

FILM: "On the Waterfront" (CU Theatre, 6&9 P.M.).....November 18-19

PRESIDENT'S OFFICE:

## HISTORY OF THE COLLEGE

Complimentary copies of Conceived in Crisis, the recently published history of the College by Brother Thomas J. Donaghy, F.S.C., are available to faculty members in the Summer School office, C 108.

Congratulations are due to Brother Donaghy for providing us with a very readable, factually detailed, and attractively produced account of the College's growth and progress.

VICE PRESIDENT, ACADEMIC AFFAIRS:

## HONORS CONVOCATION POSTPONED

It has been found necessary to postpone the Fall Honors Convocation from Sunday, October 23 to Sunday, November 13.

\* \* \*

## FACULTY ADVISORS

After many years of assigning teachers to act as general academic advisors to specific students in incoming classes, the Deans, acting on a recommendation last year of the Department Chairmen, have decided to drop the program this year.

In general, it was felt that the system had not sufficiently defined its objectives and did not have adequate arrangements to insure that students would meet with their advisors.

Students have now been advised of the general availability of faculty members for consultation during their office hours; teachers are reminded to post these hours.

Underclassmen still seeking a major (the number seems to be decreasing with each entering class) should be directed to the Chairman of the Department or to the member of the Department he has designated for this particular counseling.

Faculty members may also recommend or formally refer students to services provided by the Counseling Center and the Placement Office.

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## Doctorates for Alumni

According to a report from the National Academy of Sciences, some twenty-three La Salle alumni achieved doctoral degrees during the years 1964 and 1965. The new doctors, their institution, and field are as follows:

Paul F. Betz, '61, Cornell, English; Bernhardt Blumenthal, '59, Princeton, German; Norbert A. Busch, '51, Washington, Foreign Language; Constantino P. Cerni, '53, Lehigh, Microbiology; George C. Demitras, '52, U. of P., Inorganic Chemistry; Francis M. Donahue, '56, U. of California (L.A.), Chemical Engineering.

John V. Dugan, Jr., '57, U. of Notre Dame, Physical Chemistry; Joseph R. Dunkle, '60, U. of P., Latin; Robert J. Garrity, '53, Duquesne, Philosophy; Martin Gelman, '56, U. of P., Anthropology; Edward J. Gibbons, '53, U. of Notre Dame, History; Frank J. Hohenleitner, '58, Hahnemann Medical, Physiology (Animal); Casimir A. Janicki, '56, Loyola, Analytical Chemistry.

Edmond Marks, '57, Penn State, Psychometrics; Paul J. McGinnis, '53, Indiana U., of English; Joseph P. Mooney, '49, U. of P., Economics; Joseph P. O'Grady, '56, U. of P., History; Robert W. Rider, '57, U. of Pittsburgh, Economics; John P. Rossi, '58, U. of P., History.

Robert J. Rowland, '59, U. of P., Foreign Language (Classical); Edward J. Spanier, '59, U. of P., Inorganic Chemistry; Thomas R. Swartz, '60, Indiana U., Economics; Robert H. Vasoli, '52, Notre Dame, Sociology.

If any additions are in order, especially doctorates achieved at foreign institutions, please mention them to Brother Daniel Burke, F.S.C.

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#### RESEARCH LEAVE GRANTS

La Salle's regular program of research leaves now offers three full year leaves (or combinations of semesters and summers to equal that number) at full salary and six \$1,000 grants for summer leave.

Grants for leave during the year are designed for completing doctoral work or engaging in larger scale post-doctoral research.

Summer grants are designed for shorter research projects and projects in major course improvements (e.g. development of a lab manual, of a programmed text for part of a course, etc.).

Applications in the form of a letter outlining the proposed work should be submitted to the Academic Vice President, by December 1. A Committee of three faculty members and three administrators will make the awards during the month of December. Further information can be obtained from Brother Daniel Burke, F.S.C., Academic Vice President.

(See the policy statements appended).

\* \* \*

#### FACULTY FELLOWSHIPS

Information about competitive fellowships at the pre-doctoral and post-doctoral levels is available at the office of the academic vice-president. Among the more important programs are the following:

1. KENT FELLOWSHIPS - open to men, preferably under thirty, who have completed some graduate study, and who are preparing for college teaching or administration. Stipend: \$2400. (single) \$2950. (married, plus dependency allowances.) Tuition also provided. Deadline for applications December 2. Application material from:

KENT FELLOWSHIP PROGRAM DIRECTOR

THE DANFORTH FOUNDATION  
607 NORTH GRAND BOULEVARD  
ST. LOUIS, MISSOURI 63103

2. ~~EAST-WEST CENTER: INTERNATIONAL~~ DEVELOPMENT GRADUATE RESEARCH FELLOWSHIPS - open for dissertation year in the social sciences as applied to development problems in the Asian and Pacific area. For information write:

INTERNATIONAL DEVELOPMENT  
FELLOWSHIPS  
EAST-WEST CENTER  
1777 EAST-WEST ROAD  
HONOLULU, HAWAII 96822

3. FORD FOUNDATION FELLOWSHIPS IN ECONOMICS AND BUSINESS ADMINISTRATION - intended principally for the dissertation year; nominations from the institution with doctoral programs. For information write:

FELLOWSHIP PROGRAM IN BUSINESS  
ADMINISTRATION AND ECONOMICS  
THE FORD FOUNDATION  
477 MADISON AVENUE  
NEW YORK, N.Y. 10022

4. NATIONAL SCIENCE FOUNDATION a variety of pre-and post-doctoral fellowships, usually covering normal salary, in the sciences and social sciences.

5. SOCIETY FOR RELIGION IN HIGHER EDUCATION - Post Doctoral Fellowships for scholars in the humanities, social and natural sciences for a year of study in religion or for scholars in religion for study in another discipline. Also fellowships for study of Asian religions. Maxi-

mum stipends \$8,000. - 10,000. Completed applications by December 1. Applications from:

DAVID R. HAUSER  
EXECUTIVE DIRECTOR  
THE SOCIETY FOR RELIGION IN  
HIGHER EDUCATION  
400 PROSPECT STREET  
NEW HAVEN, CONN. 06511.

\* \* \*

SUMMER RESEARCH GRANTS

The following policy proposed by the Academic Affairs Committee on October 4, 1963 was approved by the President.

With a view to expanding the research and course improvement activities of the College's faculty, an experimental program of grants for non-dissertation projects in research or major course improvement will be offered to members of the faculty in any full-time rank.

Originally these grants were also to be made available to Brothers on the faculty, but a benefactor of the College has since supplied grants for this purpose. Grants in the present program, therefore, are designed for laymen and clerics on the faculty.

Applications in the form of a letter, describing the summer project should be submitted to the academic vice-president's office (C 106) by December 1. Proposals will be considered by the Committee on Research Leave and decisions announced as soon as possible.

DEAN, ARTS & SCIENCES:

## ACADEMIC AFFAIRS COMMITTEE

John S. Penny, Ph.D., Chairman of the Department of Biology, was elected by the faculty of the School of Arts and Sciences to a two year term on the Committee on Academic Affairs.

Thanks to E. Russell Naughton for two years of conscientious service as faculty representative on this committee.

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## GOOD CLASSKEEPING

Several members of the faculty have requested that attention be directed to the College Handbook, page 44, which treats of leaving the classroom promptly after the finish of a period, and of leaving the room and blackboards cleaned for the next instructor's class.

DEVELOPMENT OFFICE:

## '66 ANNUAL FUND

John P. Ryan, '49, Vice President, Horn & Hardart Baking Co., was appointed General Chairman of the Alumni Annual Fund Committee.

The Alumni serving on this Committee are: Joseph A. Gallagher, '50, Senior Vice President, Industrial Valley Bank and Trust Co., James J. Kenyon, '63, Auditor, Naval Supply Depot, Thomas J. Lynch '62, Assistant Treasurer Industrial Valley Bank and Trust

Co., Philip Fisher, '61, General Manager, Accounting, Keystone Shipping Company, John Helwig, Jr., M.D., Chief of the Cardiovascular Section, Germantown Hospital, J. Russell Cullen, Jr., '60, Secretary, Nason & Cullen, Inc., and Robert F. Boyle, '58, Vice President, Lawrence Concrete Corporation.

The Annual Fund will commence with the first general mailing in the latter part of October. Personal solicitation of the College Alumni will commence on October 25.

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## CENTURY CLUB RECEPTION

The Annual Century Club Reception will be held on Sunday afternoon, December 4. All Alumni business corporations, friends, students, and faculty, who have contributed \$100.00 or more to La Salle College will be invited to this particular affair.

At this reception, the President's Medal will be presented by Brother Daniel Bernian, F.S.C., President. Next month, the President's office will officially announce this year's recipient.

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## ROLAND HOLROYD FUND

Under the Chairmanship of John Helwig, Jr., M.D., the members of the Medical Society and various special groups of the College Alumni are engaged in this special project. Dr. Roland Holroyd, has

taught at La Salle College for 46 years and has made an important contribution to the lives and careers of many of our Alumni.

At at recent meeting, of the Alumni Medical Society, it was decided that it was time to honor this great teacher. Since his influence extended to many more than physicans, the Committee felt it advisable to set up the Roland Holroyd Fund, for a suitable living testimonial to him.

Doctor Holroyd has taught, as of June 1966, 5,486, which represents over 50% of our College Alumni.

Shortly, an artist will be commissioned to do a formal portrait of Doctor Holroyd. This portrait will be presented to La Salle College. Then the Committee envisions the establishment of the "Roland Holroyd Visiting Lectureship," in the field of Biology. This campaign will run within the framework of the '66 Annual Fund.

\* \* \*

#### STUDENT ANNUAL FUND

James Kopaz, President of Student Council, has appointed Dennis Cook and William Gallagher as co-chairmen of the Student Annual Fund Committee. This Committee will meet shortly to organize an Annual Fund Program in the day division.

\* \* \*

#### FASHION SHOW & CARD PARTY

The La Salle College Guild will sponsor their annual fashion show and card party on Saturday afternoon, November 5, 1966, in the College Union Building. Thus far the La Salle College Guild has raised over \$4,000 for the Library Development Program.

#### HISTORY:

##### ARTICLES PUBLISHED

An article by Ivan L. Rudnytsky "The Ukraine between East and West," appeared in a collection of essays on the history of East Central Europe, Das Oestliche Mitteleurope in Geschichte und Gegenwart (Wiesbaden, Otto Harrassowitz: 1966)

The Volume contains the papers presented at the 1963 Slavic Historical Congress in Salzburg.

An article by Dr. Rudnytsky, "The Role of the Ukraine in Modern History," which originally appeared in the Slavic Review, was reprinted as a pamphlet by U.S. Department of Commerce, Joint Publications Research Service (Washington, D.C., 1966).

#### NEWS BUREAU:

##### NOVEMBER FACULTY BULLETIN

The November issue of the Faculty Bulletin will be published November 22.

The deadline for this issue will be November 16.

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PLACEMENT:

ELECTED VICE PRESIDENT

L. Thomas Reifsteck, Director of Career Planning and Placement, has been elected Vice President, College Relations for the Middle Atlantic Placement Association.

The Association numbers some 450 college and employer members throughout the U.S.A., and their main objective is the exchange of ideas and information relating to career planning and placement.

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PUBLIC RELATIONS:

PUBLIC RELATIONS HANDBOOK

Faculty members are invited to pick up copies of the Public Relations Handbook of the college in the office of the Vice President, Public Relations, CU 205.

\* \* \*

ARCHIVES DEPARTMENT

All departments are requested to comb their 1966-67 files for appropriate materials to be sent to the Archives of the College, in care of Brother James Conaghan F.S.C., College Representative Special Affairs, CU 309.

ROTC:

FACULTY PROMOTIONS ANNOUNCED

Major Charles J. Cascio was promoted to his new rank on 5 August. Also recently promoted was SSG Arnold Capps to the grade of Sergeant First Class, on 23 September.

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COLLEGE UNION:

TO ATTEND REGIONAL CONFERENCE

John H. Veen, Director of the College Union and Gerald T. Dees, Assistant Director of the College Union will attend the Regional Conference of the A.C.U.I.-I. at the State University of Agriculture and Technology at Farmingdale, New York on October 27, 28 and 29.

Veen will be chairman of a session dealing with the involvement of the student Union idea and another one dealing with leadership training for student leaders. Dees will be chairman of a session on recreational programs. Mr. Dees is recreation advisor for Region III of the A.C.U.-I.

Veen will be Host Director of the A.C.U.-I. Executive Committee when they meet in Philadelphia on October 22, 23, and 24 to discuss the International Conference which will be held in Philadelphia on April 9 through 12, 1967.

La Salle College will be the Host School for this International meeting and it is expected that between 800 and 1000 Union



Directors and other student personell officers will be attending this International Conference.

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GENERAL:

Attend Governor's Conference

Brother F. Christopher, F.S.C., and Dr. Charles Wurtz represented La Salle College at the Governor's Conference on Natural Beauty, which was held, Sept. 12 and 13th in Hershey, Pennsylvania.

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ROBERT MANRY TO SPEAK

Robert Manry, the copy editor of the Cleveland Plain Dealer who became one of the most remarkable ocean-going sailors in history, will speak in the College Union Theatre, Wed., Nov. 23, at 12:30 P.M.

The lecture, sponsored by the College Union, features the famed captain of the 13½ foot sloop "Tinkerbelle," the small boat that completed the 78 day journey across the Atlantic Ocean.

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R E S E A R C H   L E A V E   P O L I C Y

The following policy proposed by the Academic Affairs Committee was approved by the President on October 13, 1960.

Toward the immediate objective of encouraging academic progress among the faculty, in recognition of the frequently difficult financial problems of a devoted lay faculty, and for the long range objective of supplying the College with a permanent core of loyal and superior instructors, the Committee on Academic Affairs proposed that the College formalize its policy on research leave according to the following recommendations:

1. That consideration be given primarily to instructors who have pre-doctoral status and who are under contract to the college;
2. That qualities of manifested loyalty, professional competence and unusual promise for the future of La Salle criteria;
3. That the financial need of each applicant be the determinant of the amount of the grant;
4. That the research grant for one individual not exceed his instructional salary (Day and Evening Divisions);

5. That no more than two full teaching loads (or their equivalent) be suspended in any one year (as of 1965, three full teaching loads);
6. That there be composed a committee of the Academic Deans and at least four faculty men who will be appointed by the President on recommendation of the V.P. for Academic Affairs, who will serve as chairman of this committee;
7. That this committee have full judgment within these present limits upon the candidates to receive this assistance and the amount of the assistance;
8. That each candidate prepare a formal application, approved by his Department Chairman, which must be submitted to the committee by the 1st of December; thereafter, he is asked to supply transcripts of marks and a recommendation from his graduate advisor.
9. That screened applicants be called before the committee for an oral presentation of their academic plans;
10. That decisions of the committee be announced by the first day of February.

IN THE LITERATURE

## STUDENTS 'ALIENATED' FROM MEANINGFUL LIFE

St. Louis (RNS) - Today's college student is perplexed by the meaninglessness he finds in life and gets no help from administrators or teachers whether he attends a Catholic or a public school, Fr. Andrew Greeley said here.

Fr. Greeley, senior project director for the national Opinion Research Center and lecturer in sociology at the University of Chicago, spoke to an institute for teachers at Fontbonne College.

He said "alienation" is a main characteristic of the contemporary student.

Students find it hard to believe that happiness or satisfaction can be achieved through work, or social or political involvement, he said. They turn to friends, family and recreation for happiness, while recognizing that they must pursue academic high grades and good jobs.

"Whether it has ever been fun to be young," he said, "I do not know, but I strongly doubt that the world has ever known a generation of young people so avowedly and determinedly without vitality or zest."

Fr. Greeley said the late President Kennedy "may indeed have been a hero to the new breed but, at least in his drive for responsibility and leadership, he was anything but typical."

"To most young people today who assume the opposite stance, there is neither a reason nor hope of satisfaction to be found in too strong a commitment to one's person and one's emotions to the complicated world beyond the impersonal," he said.

The priest-sociologist said today's new breed college student is apt to lack an ideology, be interested in personalism, lack humor and gaiety, to be anti-organizational and tend toward anti-intellectualism.

Most importantly, he said, today's student is looking for something else.

"But meaning, especially for his public life, and especially for the synthesis of public and private life is something which we, who are his educators, precisely cannot provide," he said.

"Positive discussion of the relevance of human existence is today almost as taboo as discussion of sex was in decades gone by."

The new breed seems to be desperately searching for love, Fr. Greeley told the Fontbonne faculty.

"And doubts about love in one's personal life and despair about influence of relevance in one's public life are hardly formulated to produce a generation of bright and cheerful young optimists," he said.

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IN THE LITERATURESTUDENTS 'ALIENATED' FROM MEANINGFUL LIFE (Cont'd)

American Catholicism is not providing the meaning for which collegians are searching, Fr. Greeley noted. "I assure you we're not doing a better job than anyone else."

"We affirm quite bravely and boldly that there is indeed meaning, only we're not quite sure that we know well enough what it is to be able to communicate it clearly."

Fr. Greeley, noting the "new left" was a minority group among college students, also said he felt they had failed to develop an actual program for social reform.

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WHAT PHI BETA KAPPA LOOKS FOR

The criteria used by the Committee on Qualifications in its evaluations are described in part as follows:

"The Society requires that member institutions shall emphasize curricula definitely liberal in character and purpose and shall afford adequate instruction in the fields of the humane sciences and letters.

"Because of the great difference among institutions and even among the various aspects of an institution, such as the number and kind of books in the library, the nature of the teaching and the publications of the faculty, the character of the students, the careers of the graduates, and the general attitude toward scholarship, no absolute standards can be formulated. The Society is above all interested in the development of liberally educated men and women. In measuring the success with which institutions work toward this goal, the committee evaluates each institution individually.

"Each institution is expected to produce both qualitative and quantitative evidence that it has a promising student body, a scholarly faculty, a library and other educational facilities sufficient for the course offerings, an adequate and dependable income, and most significant of all, an educational program that is liberal in emphasis and objectives.

"Phi Beta Kappa holds that a liberal education is not primarily vocational. A liberal education seeks to develop men in the fullest sense of the word--intellectually, aesthetically, ethically, socially. It is true that often a liberal education may have a definite market value and that many things which a man studies in a college of liberal arts may be in a sense vocational. Pre-professional education may be liberal both in content and manner and at the same time eventually vocational in purpose. It is also that vocational programs sometimes contain liberal content. Nevertheless, the main lines of cleavage, can, in practice, be seen. It is not difficult to recognize a liberally educated man or woman, or to distinguish between broad cultivation and technical competence.

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IN THE LITERATURE

## WHAT PHI BETA KAPPA LOOKS FOR (Cont'd)

"The greater part of an undergraduate's time, if he is getting a liberal education, will be devoted to subjects which reveal man in his relations to the world around him, subjects which necessarily bring into view problems of taste and feeling, of individual and group responsibility, of the meaning of life as a whole. Some of the student's time will be spent in learning the methods by which men reason. It may be assumed that courses in literature, languages, philosophy, religion, the fine arts, history, the social sciences, mathematics, and the natural sciences, if properly taught, will fall within these areas."

The leaflet goes on to discuss the question of athletic policy. For Phi Beta Kappa, the dominating concern is the effect of athletic policy on the educational goals of the institution: whether or not athletics distort the educational process, distract from it, or contribute to an undervaluation of scholarly performance by students.

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## THE HIGHER EDUCATIONAL INSTITUTION AND SOCIETY.

## A. Providing Leadership for Society

(From the Bulletin of the Association of College Unions, October 1966).

Student protests have frequently taken aim at the halls of learning; and more and more they have succeeded in directing critical attention even to the most fundamental purposes of higher education.

A recent issue of Cornell University's Dialogue posed the following questions for today's university:

"What is being challenged is education (or mis-education) itself. The so-called student revolt is not primarily about food, housing, or student discipline. It cannot be reduced to some psychosomatic malaise or seasonal neurosis. It has to do with the essential meaning and purpose of higher education itself. What is at stake is the renewal of the university.

University Too Much a Servant

"There is no sharper criticism to be hurled at the university than this: the university has failed to assume and to provide leadership in the community and in society in the fight against the problems of the modern world. Rather, the university has become a servant of society. Like the roadside service station, the university serves, but does not serve.

## THE HIGHER EDUCATIONAL INSTITUTION (Cont'd)

"Cornell is one of the many campuses in the country to witness the emergence of meaningful student protest. The protest is against a 'service station' University that trains its student to meet the economic needs of present day society, rather than the social and human needs of his society.

The Need: Leadership in Society

"What does all this mean in terms of today? It means two things: 1) The university should train its students to meet the social and human needs of society recreating the educational experience towards that end; and 2) the university should assume and provide leadership in the community and in society by realizing its traditional role of prophet in society. If the university has a voice, we haven't heard it in a long time."

## B. Performing an Academic Task

(Michael Drosnin, "College Teachers and Teaching, "A Student's View," the Educational Record (Summer, 1966).

TOWARD THE END of our senior year at Columbia, my roommate, reviewing his undergraduate career, noted the number of points at which he had disappointed someone--his parents or his adviser or his professors--in making decisions about his course of study. "You know," he remarked, "my father didn't get enough out of my college education."

My friend was hardly an expert on pedagogy; indeed, like most of us, he had some trouble handling his own four-year program. However, his quietly ironical comment was in many ways more revealing of "the gap between the generations" than is the expert commentary of educators. His father had wanted him to be a doctor; his adviser had suggested law; my roommate chose instead to be an English major, and, as far as I know, is now preparing to study the Southern novel in graduate school.

His case, if not representative, is at least symptomatic of the multiple demands confronting a student during his four years of college. And it raised the basic questions this essay seeks to answer: What are the expectations of the college student, how are these expectations modified by the values of the academic community, and how successful is the modern university in fulfilling them? Fundamental to this problem, of course, is the college professor and his relationship with his students. For to a great degree his success is their success, and his failure their failure.

The question of whether the liberal arts college any longer holds a meaningful place in society is a source of great controversy among educators. Jacques Barzun,

## THE HIGHER EDUCATIONAL INSTITUTION (Cont'd)

provost at Columbia, recently warned that the four-year institution is facing an imminent demise. Its role usurped by the high schools below and by the graduate schools above, the college, declared Barzun, must find a new justification for its continued life.

It is significant that this debate has attracted scant student attention. For it is quite apparent that the average student spends little time during his college years seeking a justification for those years. This is a problem he tends to leave to those who write articles analyzing student concerns. To ask a student why he is going to college would seem to him as meaningless as to inquire why he eats or sleeps. It is a question which, in all probability, he has never seriously pondered, and which, to his mind, need not be answered. That he would go to college is an assumption that he has never challenged, and, most likely, that no one else has ever challenged. The central issue, in his eyes, is not whether he should go to college, but rather to which college he should go.

It is precisely the college freshman's lack of direction which enhances the influence of the university. Because the average student lacks clearly defined goals when he enters his undergraduate career, the professor's opportunity to reshape old ideals and inculcate new ones is increased. Indeed, one Columbia professor asserted to me that it was the college's role to substitute a new set of values for those the student had inherited from his previous environment.

But this, I believe, is a misunderstanding of both the college's responsibility and the student's desires. Ironically, it is a misunderstanding created by the students themselves. Recent campus protests criticizing the impersonality of the modern university have led many concerned faculty members to adopt the mistaken notion that undergraduates are seeking in the professor both a father and a friend. Actually, most students want neither; they are quite happy to have finally escaped parental domination and even parental guidance, and would rather find their friends among their contemporaries. What they want in a professor is, quite simply, a professor. And the problem of impersonality lies less in the formal line between student and teacher--a line most students would like preserved--than in the failure of the professor to perform well behind the lectern.

When today's student decries the lack of communication between teacher and student, he is likely to be attacking the breakdown within, rather than outside, the classroom. The lack of concern he finds disturbing inheres not in the limited nature of extraclassroom contact, but in the limited interest the professor displays in his classroom performance. Unsettling as it may be to instructors, most students would rather confine their relationship with most teachers to the few hours they spend together in class each week. The formal line between the teacher and the taught has the advantage of not obligating the student to spend time favorably impressing his professor beyond the regularly required course work. In the exceptional cases where contact outside the lecture hall is desired, it is likely that the professor will be accessible if only because it is also probable that the course will be one in which the student excels. The important thing is that the relationship be initiated by the student and that he not feel obligated to seek such a

## THE HIGHER EDUCATIONAL INSTITUTION (Cont'd)

relationship with all, or even a significant number, of his teachers. Mr. Chips is no longer the ideal; I doubt if he ever was.

The lesson of Berkeley has been misinterpreted. What the student wants is not equality with his instructors, but the assurance that courses are offered and taught with the consumer in mind. And the freedom the student seeks is not liberation from traditional requirements, but latitude for independent and individual development.

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TO UNDERSTAND THE EXPECTATIONS of the generation of college students of which I was until recently a member, one must recognize that we are a post-Kennedy generation. The transformation of aspirations effected by the late President cannot be overestimated. College students have always, I suspect, been caught between the conflicting pressures for material and for scholarly achievement, the former often parental in origin and the latter emanating from the academic community. With President Kennedy, a new third force was introduced: the obligation to benefit society. It is a force that has been strengthened by the civil rights and peace movements, both of which have placed the student in a new and significant role vis-a-vis the world outside his campus. For the present generation of college students, Kennedy was a vindication of youth, and the social protest movements created a natural conduit for the new sense of purpose he inspired. Today's student is no longer the passive recipient of his social heritage; he is an active force in shaping the new society.

This reorientation of student values has made the self-contained community of scholars an anachronism. And it has raised the question of whether the education our universities are offering is "relevant" to the problems of present-day America. Berkeley's Muscatine committee seeks to solve the question of relevance by introducing into that school's curriculum current affairs courses dealing with such contemporary issues as the emerging nations and the Viet Nam conflict. This is, I believe, a step in the wrong direction.

The offerings in a college catalogue need not parallel the headlines in the daily newspaper in order to be relevant to current problems. The curriculum need not be revised to deal with each new world crisis in order to be meaningful. The student does not abdicate his responsibility for self-education by matriculating in a university. The classroom is not the place to teach Crisis 1202x-1203y. In this area, the newspaper is his textbook, the rally is his forum for discussion, and the visiting or resident expert is his mentor.

Many who raise the criterion of relevance seem to forget that the main function of education is to impart ideas which transcend the topical, and to develop in the student an understanding of the methodology which will endow him with the capacity for independent evaluation. The professor who is merely a transmission belt for factual data is of little value. And the test for relevancy is not timeliness, but timelessness.



## THE HIGHER EDUCATIONAL INSTITUTION (Cont'd)

The four college years constitute a brief liberation from the daily demands of society; they represent a unique period during which the individual's mind is sufficiently free and sufficiently developed that he may devote himself to intellectual advancement. Every endeavor which aids that advancement is relevant, and any which hinders it is irrelevant. The undergraduate course which most influenced my patterns of thought was one whose subject matter I have found applicable to virtually every other area I have studied. It was relevant not because it focused on the contemporary, but rather because it concerned itself with ideas which were not imprisoned by their chronological setting.

What the student seeks from college is a justification of the intellect. The college freshman has left behind him a society basically hostile to the unbridled pursuit of knowledge, and the senior will soon re-enter that hostile environment. The academic community has four short years to induct him as a member. In that time it must instill in the student a pride in intellectual achievement that will remain after graduation, so that when he leaves the community of scholars, he will still be a part of it.